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Progress Review
of Ontario's
New District School Boards

Education Improvement Commission
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BEST OF EFFECTIVE PRACTICES

APRIL 2000

Education
Improvement
Commission





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Introduction

IN 1999, THE EDUCATION IMPROVEMENT COMMISSION UNDERTOOK A PROGRESS REVIEW OF DISTRICT SCHOOL BOARDS, REVIEWING ONTARIO'S NEW SCHOOL BOARDS TO FIND OUT HOW THEY WERE HANDLING THE TRANSITION AND WHAT THEY WERE DOING TO REDIRECT FUNDS TO ONTARIO'S CLASSROOMS.

The reviews found that the boards have adopted many creative and innovative approaches. Each review report contains these effective practices. All the reports are public and available from the Commission's web site.

The Commission decided to collect the "best of these effective practices" from all the individual reports into one document. This compilation describes the practices, including examples and contact names and addresses. The effective practices in this document are organized into the same categories of board operations that were used during the review process:

- Finance
- Facilities
- Transportation
- Communications and Community Relations
- Student Support Services
- Human Resources
- Governance
- Board administration

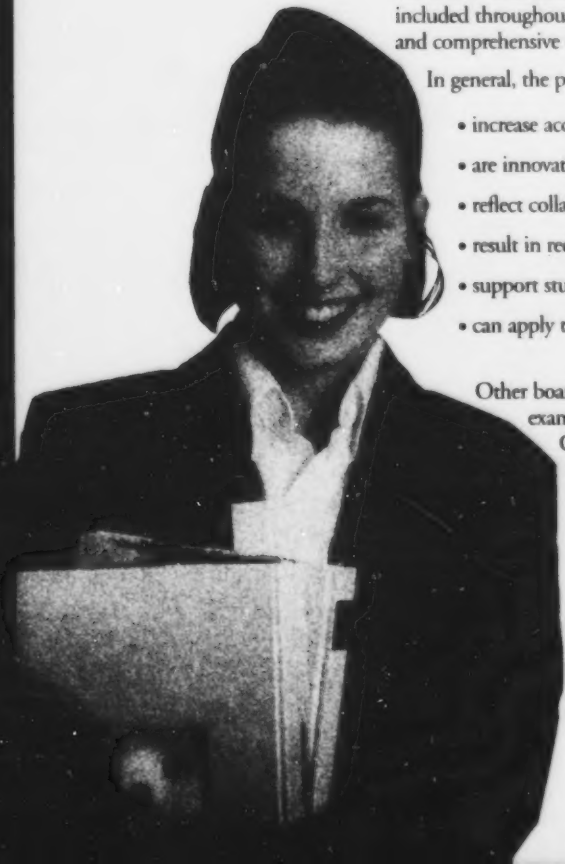
The Commission added a new section that highlights effective strategies to increase accountability. Please note that accountability strategies are also included throughout this document. The separate section focuses on overall and comprehensive strategies.

In general, the practices in this document were selected because they:

- increase accountability
- are innovative (i.e., doing things differently)
- reflect collaboration among many partners
- result in reduced non-classroom expenditures
- support student learning
- can apply to other boards

Other boards with similar practices are listed after each example. You can also download this document from the Commission web site (<http://eic.edu.gov.on.ca>).

The Education Improvement Commission is pleased to provide you with this collection of the best of effective practices.





Finance

- Budgeting
- Purchasing consortia among boards and with other partners
- Purchasing procedures
- Business practices
 - *Shared software*
 - *Electronic payments*
 - *Banking consortia*
 - *Internal financial audits*



Finance

Budgeting

Effective budget setting practices:

- ✓ Involve parents, school councils, staff and community.
- ✓ Inform all participants about board priorities, previous year expenditures and the provincial education funding model.
- ✓ Provide feedback on finalized budget and rationale for decisions.

→ Before setting their budgets, senior administrators and trustees from both the **Algoma District School Board** and the **Huron-Perth Catholic District School Board** held public meetings to explain the new education funding model and how much money they needed for various operations. They also surveyed their employee groups and the community to determine preferences and need for new initiatives.

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→ The **Ottawa-Carleton District School Board** has developed a similar budget process to encourage community input in decision-making. In developing the budget for the 1999-2000 school year, trustees and 20 non-voting representatives from school councils, employee groups, special education advisory committees and students reviewed major components of the budget. Each representative was given access to the same information as trustees. The board will continue to refine the process to build in longer timelines for budget consultations.

CONTACT

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→ The **Niagara Catholic District School Board's** public budget document is exemplary. While it contains a substantial analysis of expenditures and revenues, it is also written clearly and user-friendly. The document was distributed to parents, employees, school councils and municipalities.

CONTACT

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→ The **Ottawa-Carleton Catholic District School Board** has established a 24-member board budget council to consult and communicate with the broader education community. Council members represent a cross section of the community. The council's mandate is based on the involvement of board staff, parents, and the broader community in the budget process and on the principle of increased accountability. The council has also developed a board budget brochure for the general public.

CONTACT

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Boards with similar effective practices:

Waterloo Catholic District School Board
519 578.3660

Durham District School Board
905 666.5500

Simcoe County District School Board

Effective purchasing practices:

- ✓ Achieved but by a purchasing consortium that includes:
 - Work served several boards and agencies/public agencies (ideal).
- ✓ Result in lower purchase costs.
- ✓ Result in lower operating costs.
- ✓ Integrate accountability mechanisms.

Although many boards are cooperating with other boards and agencies, this has seldom resulted in fully integrated departments. More commonly, there is cooperation among the purchasing departments of several boards. Boards are encouraged to move towards the establishment of joint departments or a consortium. (Not all examples reflect the ideal described above)

Boards with similar effective practices:

Renfrew County
District School Board
613 735.0151

Renfrew County Catholic
District School Board
613 735.1031

Upper Grand
District School Board
519 822.4420

Wellington Catholic
District School Board
519 821.4600

Greater Essex County
District School Board
519 255.3200

Windsor-Essex Catholic
District School Board
519 253.2481

Halton
District School Board
905 335.3663

Halton Catholic
District School Board

Purchasing consortia among boards and with other partners

→ The **York Region District School Board** and the **York Catholic District School Board** cooperate closely on purchasing services. The two boards helped found the York Public Buyers Co-op, which includes all nine municipal governments in York Region, the regional government, and organizations such as hydro utilities, libraries, a conservation authority, health centre, college and university. In 1996 the boards expanded joint tendering practices to include services and supplies such as telecommunications, recycling and waste disposal, fleet management, vehicle fuel, photocopiers, and care-taking supplies and equipment. The result is lower commodities prices and reduced administrative tasks and costs.

CONTACT

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905 713.2711

→ The **Bruce-Grey Catholic District School Board** and the **Bluewater District School Board** have integrated their purchasing departments through harmonized policies and procedures and common administrative office and warehouse space. Their consortium handles purchases of large orders of supplies, as well as telephone services. It also works with local municipalities to make bulk purchases of heating oil and propane to reduce costs. This arrangement helps both boards save money through volume discounts and less duplication of processes.

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→ The **Thames Valley District School Board** and **District School Board No. 38 (London Catholic)** retain separate purchasing departments that participate in a 32-member purchasing partnership with local municipalities, hospitals, colleges and universities where larger partners prepare tenders for the whole group. This arrangement avoids duplication in the tendering process and brings down costs of purchasing for the whole group.

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→ The **Keewatin-Patricia, Rainy River, Kenora Catholic** and **Northwest Catholic** district school boards have combined their purchasing power with 10 municipalities, hospitals and social agencies in Northwest Ontario to achieve economies of scale. The Keewatin-Patricia District School board is the lead board in this project. So far, the cooperative members have been able to benefit from significant savings on computer paper. In a vast catchment area, the cooperative uses seamless technology and electronic networking to administer itself efficiently.

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Purchasing procedures

Innovative purchasing practices:

- ✓ Include the use of purchasing cards, online ordering and invoicing, bulk purchasing and tendering, and just-in-time delivery systems.
- ✓ Maximize the effective use of technology.
- ✓ Result in improved services to schools, staff and the public.
- ✓ Reduce costs.

→ The **Greater Essex County District School Board** has implemented an on-line requisition system to support just-in-time or periodic delivery of supplies to schools. This approach has allowed the board to close its central warehouse (except for space used to store surplus furniture). The board is presently implementing a purchasing card system for low-value purchases that will further increase purchasing efficiencies.

CONTACT

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→ The **Simcoe County** and **Simcoe Muskoka Catholic** boards have a joint purchasing card program for low-value, non-tendered purchases. The cards, currently used by school and maintenance staff, help reduce paperwork and speed up the purchasing process. In addition, both boards do not operate a central warehouse for supplies. Instead, they rely on just-in-time delivery of supplies to schools and board facilities. This reduces their overhead costs.

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→ The **York Region** and **York Catholic** district school boards' purchasing innovations include:

- A just-in-time delivery system that eliminates the need for the boards to operate a warehouse.
- A central computerized textbook system that manages the purchase, transfer, rebinding and recycling of textbooks throughout the board.
- Vendor workshops and an annual "Vendor of the Year" award to encourage vendor quality.
- A fax software system for purchasing, which reduces mailing, sorting and administrative costs.

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→ The **Halton Catholic District School Board** provides all principals and department managers with purchasing cards for low-cost school- and department-based purchases. It has also installed a new automated purchase-order system that is integrated with the board's accounting and accounts payable system.

CONTACT

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Boards with similar effective practices:

Peel
District School Board
905 890.1099

Dufferin-Peel Catholic
District School Board



Effective business practices:

- ✓ Facilitate collaboration among teachers and other partners.
- ✓ Maximize the effectiveness of technology.
- ✓ Monitor efficient use of resources, resulting in savings.

Business Practices Shared software

→ Ontario's 12 **French-language district school boards** are cooperating to create a province-wide computerized business system adapted to the needs of French education. A software program is being developed by an outside company to operate the system. The program will integrate accounting, payroll, human resource and purchasing functions and be compatible with the Ministry of Education's new code of accounts.

This system will help French-language school boards achieve economies of scale that are difficult to obtain for small school boards spread out over great distances. It will also address the problem of recruiting and retaining administrative personnel by creating a province-wide pool of francophone employees who are familiar with a common education business system.

This project has benefited from restructuring funds allocated by the Ministry of Education.

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1 888 538.1702

→ The new integrated business system chosen by the **Toronto District School Board**, the **Toronto Catholic District School Board** and the **York Catholic District School Board** is also the system used by the University of Toronto and the City of Toronto. The implementation of a common system will create a strong user group to share experiences and strategies for improvement and will provide greater opportunities for cooperative activities such as joint training initiatives.

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Electronic payments

→ The **Thames Valley District School Board** has consolidated all of its bills for gas, water, and hydro utilities into one automated payment to Ontario Hydro, at no cost to the board. This measure has resulted in significant savings.

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Boards with similar effective practices:

Waterloo Region
District School Board
519 570.0300

Bruce-Grey Catholic
District School Board

Business practices

Banking consortia

→ The **Lambton Kent District School Board** and **St. Clair Catholic District School Board** have formed a banking cooperative with the major public organizations within the Lambton Kent region (i.e. municipalities, community colleges, etc.). This arrangement allows members of the cooperative to negotiate lower bank charges and better lending rates than they could get individually. This project is a model of public sector cooperation that has been copied in other parts of the province. It has led to increased cooperation in the areas of program and professional development.

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→ Many **French-speaking boards** are part of a provincial initiative to use the financial services provided by la Fédération des caisses populaires de l'Ontario. Through this arrangement, all the boards' financial transactions can be done through the local caisses populaires at reduced cost.

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→ The **Toronto District School Board** has achieved savings by moving to a single auditor, tendering banking services to obtain competitive rates, working with the City of Toronto to access lower interest rates or borrowing costs and issuing debentures jointly with the City of Toronto.

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Boards with similar effective practices:

Renfrew County
District School Board
613 735.0151

Renfrew County Catholic
District School Board
613 735.1031

Business practices

Internal financial audits

→ The **Peel District School Board's** commitment to financial accountability and efficiency is reinforced by the activities of its small but active internal auditing department. The board's two internal auditors conduct regular system and school audits to ensure that operating policies and procedures are being followed. When complete, each audit is reviewed by an audit committee and senior administrative staff to identify areas for improvement, if required. Audit reports also allow trustees to understand and monitor the board's financial accountability.

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→ An internal auditor is contracted to review the **Lakehead District School Board's** financial processes, program effectiveness and efficiency and policy implementation. Senior staff report that this practice helps the board monitor and often reduce costs. Reports produced by the board's internal and external auditors go directly to the board of trustees. This system ensures the accuracy of information received by trustees and contributes to the accountability of the board.

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Boards with similar effective practices:

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Simcoe County
District School Board
705 728.7570

Facilities

→ Multi-use facilities

- *Boards sharing common facilities*
- *Boards sharing facilities with community partners*

→ Accommodation planning

→ Construction

→ Maintenance

- *Maintenance management*
- *Training programs*
- *Energy conservation*



Facilities

Multi-use facilities

Boards sharing common facilities

Effective sharing of facilities:

- ✓ Involves two or more boards and community partners.
- ✓ Provides for presence of schools and public services in small communities.
- ✓ Reduces costs.
- ✓ Maximizes local resources.

→ The **Limestone District School Board** and the **Algonquin and Lakeshore Catholic District School Board** have a unique agreement concerning the shared use of a small elementary facility on Wolfe Island. The student population on the island is not large enough to support two school sites without resorting to triple grades and thereby compromising services. As a solution, the Algonquin and Lakeshore Catholic board provides Grades 7 and 8 for the students of both boards, while the Limestone board provides Junior and Senior Kindergarten for both boards. The Limestone board also provides a French-language teacher who teaches for both boards.

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→ The **Superior-Greenstone District School Board**, the **Superior North Catholic District School Board**, the **Conseil scolaire de district du Grand Nord de l'Ontario** and the **Conseil scolaire de district catholique des Aurores boréales** have put in place flexible "living agreements" that outline how facilities are to be shared. These living agreements allow for future changes in enrolment according to the needs of each board, although the boards note that in some instances, the limited space available means all parties must compromise.

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Boards with similar effective practices:

Avon Maitland
District School Board
519 527.0111

Huron-Perth Catholic
District School Board
519 345.2440

Renfrew County Catholic
District School Board
613 735.1031

Conseil scolaire de district catholique
du Centre-Est de l'Ontario
613 744.2555

Peel
District School Board
905 890.1099

Dufferin-Peel Catholic
District School Board
905 890.1221

District School Board of Niagara
905 641.1550

Niagara Catholic
District School Board

→ The **Durham District School Board** and the **Durham Catholic District School Board** have designed a joint secondary-school facility in Ajax, set to begin construction in winter 1999. The facility will include a public and a Catholic school with shared use of the gymnasium, library and cafeteria.

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Multi-use facilities

Boards sharing facilities with community partners

→ The **Near North District School Board** has maintained several partnerships to share school and recreational facilities in small communities:

It has established a career centre in the Parry Sound High School with 29 public sector and community partners that include the Ministry of Community and Social Services, the Parry Sound Public Library, the West Parry Sound Association for Community Living, Contact North Distance Education, Industry Canada, Trillium Foundation, Human Resources Development Canada.

It has entered into a partnership with the Mattawa Conservation Authority to build a shared-use facility that will include an elementary school and recreation facilities. This facility will become operational in September 2000.

It has constructed a new elementary school in Burk's Falls that will provide students and community members with a shared-use library and auditorium.

CONTACT

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→ The **Upper Grand District School Board** is building a secondary school in Erin, which will be a shared-use facility with many community agencies, athletic clubs and health services practitioners. This arrangement will provide many additional opportunities for students and will significantly reduce the school's operating costs.

CONTACT

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→ The **Conseil scolaire de district des écoles catholiques du Sud-Ouest** and the **Conseil scolaire de district du Centre Sud-Ouest** are proud of a recent renovation and construction project undertaken at l'école secondaire catholique Monseigneur Bruyère in London. The building now hosts two secondary schools (one Catholic and one public), a community centre for Francophones, as well as a chapel linked to the parish.

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Multi-use facilities


*Boards sharing facilities with
community partners*

→ The **York Region District School Board** operates several shared-use facilities. For example:

- A secondary school in Vaughan is integrated with a community centre, theatre, and skating rink. The board owns the school, students have full access to the theatre as their auditorium, and the board negotiates access to the community centre and rink with the City of Vaughan.
- A Newmarket secondary school is attached to a community theatre, which also serves as the school's performance space.
- In Sutton, the Black River facility contains the municipal library of the Town of Georgina, a municipal pool, and two elementary schools. One is a York Region board school, and the other belongs to the York Catholic board. The schools share parking and playing fields.

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Boards with similar effective practices:

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District School Board
705 324.6776

Hamilton-Wentworth Catholic
District School Board
905 525.2930

Dufferin-Peel Catholic
District School Board
905 890.1221

Brant Haldimand-Norfolk Catholic
District School Board
519 756.6505

Effective accommodation planning:



Accommodation planning

→ The **Limestone District School Board** has a comprehensive annual review process to look at issues related to student space. The board has clear policies for school accommodation, consolidation and closures. As an alternative to school closures, partnerships are being encouraged to share surplus space with other boards and the municipality.

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→ In partnership with the Counties of Middlesex and Oxford, the **District School Board No. 38 (London Catholic)** and the **Thames Valley District School Board** have developed a computerized mapping system linked to a database of projected enrolments. This system will provide accurate demographic information that can be used by all members of the partnership to match existing facilities and services with long-term needs.

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→ The **Waterloo Catholic District School Board** has received its first draft of an Accommodation Master Plan prepared by an external consultant. This study, developed through an open dialogue with the municipalities, addresses demographic change and redistribution of enrolment in the district until 2016. Taking into account these enrolment forecasts, the plan projects future school construction and consolidations. The Accommodation Master Plan pervades all aspects of facilities planning.

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→ The **Ottawa-Carleton Catholic District School Board** is engaged in an extensive School Area Review process to maintain enough schools in appropriate locations to serve the current and future requirements of the student population. The process has led to school consolidations and some significant changes in attendance-area boundaries. The review team was impressed with the detailed work done to help determine the most beneficial way of divesting or modifying excess buildings.

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Boards with similar effective practices:
Simcoe Muskoka Catholic District School Board
705 722.3555

Conseil scolaire de

distric catholique du Nord-Ontario

Effective construction practices:

- ✓ Minimize cost through reuse of school architecture plans

Construction

→ The **Peterborough Victoria Northumberland and Clarington Catholic District School Board** claims that it saved 25 per cent of the costs normally associated with creating a new school plan by reusing and/or borrowing plans from other boards.

CONTACT

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**Peterborough Victoria Northumberland and
Clarington Catholic District School Board**
mlanglois@pvmccdsb.on.ca
www.pvmccdsb.on.ca
705 748.4861

→ The **York Region District School Board** has developed several innovative planning and construction practices. The board carefully monitors demand for school facilities through five-year, 15-year, and 25-year enrolment forecasts. The five-year plan is updated annually. The 15-year plan includes potential revenue from future education development charges and is updated every five years.

When building, the board uses a standardized school design, which can be easily altered to include more or fewer classrooms on a school's second floor. By using fixed specifications and drawings, the board can use a construction manager to oversee a project rather than a more costly team of architect, engineer and general contractor. As well, the board builds new schools beside a park, which reduces the acreage needed for a school site while still providing students with a large green space.

CONTACT

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York Region District School Board
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www.yrbe.edu.on.ca
416 969.7170

Boards with similar effective practices:

**Halton Catholic
District School Board**
905 632.6300

**Simcoe Muskoka Catholic
District School Board**
705 722.3555

**Conseil scolaire de district 59
(Est de l'Ontario)**
613 742.8960

Effective maintenance practices:

- ☑ An proactive and carefully planned collaboration with employees.
- ☑ Maximize efficient use of equipment.
- ☑ Incorporate ongoing training.
- ☑ Result in improved services.
- ☑ Result in reduced costs.

Maintenance Maintenance management

→ The **Waterloo Region District School Board** has purchased a computer software package that enables it to set its own maintenance standards for all of its schools. The board and the union (Canadian Union of Public Employees) also agreed to changes to the number of square feet that a custodian is responsible for maintaining – 19,000 instead of 16,000 – and trained custodians to do some minor maintenance tasks. These measures allow the board to operate its facilities under the \$5.20 per square foot maintenance allocation received from the Ministry of Education.

CONTACT

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519 570.0300

→ To manage its facilities more efficiently, the **Durham District School Board** has:

- Twinned 30 elementary schools, making one daytime custodian responsible for two schools.
- Trained staff in energy management techniques and installed computerized light controls (saving \$300,000 annually).
- Allowed tradespeople to handle a wide variety of repairs and maintenance work so that minor repairs can be made immediately.
- Surveyed front-line maintenance staff for their ideas on how to improve facilities services. The board received more than 700 responses that helped identify efficiencies.

CONTACT

Grant Yeo
Director of Education
Durham District School Board
yeo_grant@durham.edu.on.ca
www.durham.edu.on.ca
905 666.5500

→ To oversee the operations of its 565 schools and other facilities, the **Toronto District School Board** is building a sophisticated computerized geographic information system that can handle a wide array of graphic and other data such as photos, surveys and blueprints. The system, which should be in place by 2001, will help the board set priorities and plan maintenance and renewal projects. In conjunction with this system, the board established a facilities conditions assessment instrument to evaluate facility needs in a consistent manner across the district.

CONTACT

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416 397.3000

Boards with similar effective practices:

Bruce-Grey Catholic
District School Board
519 364.5820

Avon Maitland
District School Board
519 527.0111

Conseil scolaire de
district du Centre Sud-Ouest
416 614.0844

Conseil scolaire de
district des écoles catholiques
du Sud-Ouest

Maintenance *Training programs*

→ The **Upper Canada District School Board** has an extensive business systems training program that promotes the effective use of new cleaning and maintenance technologies. Close to half the board's plant staff have attended college courses taught by an instructor hired by the board through St. Lawrence College. To reduce travel time, the board offers the courses in six different locations.

CONTACT

Gino Giannandrea
Director of Education
Upper Canada District School Board
giannandrea@ucdsb.on.ca
www.ucdsb.on.ca
613 342.0371

Energy conservation

→ The **Superior North Catholic District School Board** received a \$450,000 loan from the Municipalities, Universities, Schools and Hospitals Fund to finance the cost of renovating its aging facilities to conserve more energy. The board expects to repay the loan in full from the savings generated as a result of the renovations.

CONTACT

Carole Weir
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Superior North Catholic District School Board
cweir@schreiber.lakeheadu.ca
www.superiornorthcatholicdsb.on.ca
807 825.3209

→ The **Toronto Catholic District School Board** has shown initiative in its energy management practices. A partnership between the board, the City of Toronto, and a private firm resulted in energy upgrades to 58 elementary schools. The upgrades improved the conservation of lighting, heating and water and also included environmental control retrofits. The board has secured a \$4 million interest-free loan from the City of Toronto to extend the energy upgrade program to more schools. It anticipates further savings of \$2 million.

CONTACT

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416 222.8282

Boards with similar effective practices:

**Hamilton-Wentworth
District School Board**
905 527.5092

**Bluelwater
District School Board**
519 363.2014

Limestone



Transportation



Transportation

Transportation

Effective transportation practices:

- ✓ Provide quality service for students
- ✓ Avoid contracting for new consortium that includes and serves several boards and other public agencies (ideal)
- ✓ Result in lower transportation costs
- ✓ Maximize regional transportation

Effective transportation requires a cooperative effort among several agencies. And the school boards in fully integrated arrangements. Many provinces, there is a consortium among the transportation departments of several boards. Boards are encouraged to make broader the school board or joint department.

→ The **York Region** and **York Catholic** district school boards have a totally integrated transportation system administered by a separate department jointly accountable to both boards. The consortium develops its own policies, although it receives policy direction from both boards, and conducts contract negotiations with its operators. Most service complaints are resolved by consortium staff.

CONTACT

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416 969.7170

Susan LaRosa
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York Catholic District School Board
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905 713.2711

→ The **Waterloo Region District School Board** and the **Waterloo Catholic District School Board** have formed a cooperative transportation department that uses a computerized routing system and measures such as staggering starting times for schools to provide seamless and cost effective services to students. The boards have avoided staff duplication and reduced their workload by having employees work closely together in one common location. They are presently looking at ways of integrating their transportation departments further and improving services in certain areas without increasing transportation costs. Through this arrangement, they now have one of the lowest cost-per-rider figures in the province (\$2.06) for regular students.

CONTACT

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519 570.0300

Roger Lawler
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Waterloo Catholic District School Board
roger.lawler@wcdsb.edu.on.ca
www.wcdsb.edu.on.ca
519 578.3660

→ The **Limestone District School Board** and the **Algonquin and Lakeshore Catholic District School Board** have formed a transportation consortium that uses the same policies and contractual arrangements with bus operators. This arrangement has resulted in a 25 per cent cut in costs over five years. The boards share a transportation manager and are each represented by three voting members on a transportation consortium committee. The Limestone District School Board pays the manager and recovers a portion of his salary from the Algonquin and Lakeshore Catholic District School Board based on the percentage of Catholic students transported.

At present, the consortium sells transportation services to the **Conseil scolaire de district 59 (Est de l'Ontario)** and the **Conseil scolaire de district catholique du Centre-Est de l'Ontario**. It is looking at ways of integrating these two boards as full members.

CONTACT

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613 544.6920

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Transportation

→ Northeastern Catholic District School Board, District School Board Ontario North East, the *Conseil scolaire de district catholique des Grandes Rivières* and the *Conseil scolaire de district du Nord-Est de l'Ontario* share their transportation services. There is one shared transportation supervisor in one of the boards and transportation representatives in each of the other boards. This is an effective and cost-efficient use of all the boards' resources.

CONTACT

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Denis Yapps
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Nord-Est de l'Ontario*
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Boards with similar effective practices:

*Bluewater
District School Board*
519 363.2014

*Bruce-Grey Catholic
District School Board*
519 364.5820

*Windsor-Essex Catholic
District School Board*
519 253.2481

*Greater Essex County
District School Board*
519 255.3200

*Superior-Greenstone
District School Board*
807 229.0436

*Superior North Catholic
District School Board*
807 825.3209

Communications & Community Relations

- Consultation with school councils and communities
- Effective communications with schools and their communities
- Meaningful consultation with employees
- Electronic communications



Communications & Community Relations

Consultation with school councils and communities

Effective school councils:

- ✓ **Get knowledge of the strengths and needs of students in your school.**
- ✓ **Have opportunities to provide input on school and board decisions, including budget and management planning.**
- ✓ **Receive regular feedback on decisions made and how they are put into action.**

→ **District School Board No. 38 (London Catholic)** has adopted and implemented strong policies and practices to support a meaningful consulting role for school councils:

- It has produced a comprehensive School Council Manual.
- It has established a District School Council to coordinate and strengthen the work of school councils. This council shares information about current issues of the board, advises the board on school council matters, and provides members to sit on ad hoc committees such as the principal and vice-principal selection committee.
- It invites school council members and students to participate in the board's Quality Catholic Schools Initiative, a project that involves conducting community surveys, developing school profiles, and using the resulting information to help set priorities for school improvement.

CONTACT

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District School Board No. 38 (London Catholic)
pdunne@lmcs.edu.on.ca
lmc38.on.ca
519 663.2088

→ **The Huron-Perth Catholic District School Board** strongly supports communications and relations with local school councils:

- Principals serve as the liaison between their school council and board administrators. School council chairs also say that they can talk directly to board administrators if they have any questions or concerns.
- Surveys are conducted to get input from school councils.
- School council chairs are invited to sit in on principal interviews and to give their input on hiring.
- School councils received a great deal of information on the new curriculum, through information packages and meetings with senior board administrators.
- School councils send out newsletters to parents to keep them informed of what's happening in the board and in their schools.

CONTACT

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519 345.2440

→ **The District School Board of Niagara** created a school council liaison committee to strengthen ties between the board and school councils as well as among school councils. The committee consists of one elementary and one secondary school representative, selected by school councils, from each of the district's eight regions. It provides a forum for the board to share draft policies with school council representatives. The committee also holds sessions with school councils to pass on information, explain processes, or share ideas.

CONTACT

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District School Board of Niagara
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905 661.1500

Consultation with school councils and communities

→ The **Toronto District School Board** has a formal, written policy on parent, community and student involvement that is thorough and detailed. It describes roles and procedures for the operation of school councils, ward meetings and system-wide forums. The policy includes provisions for staff support as well as for an annual review by the board director to measure progress in communications and community involvement.

CONTACT

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416 397.3000

→ The **Niagara Catholic District School Board** allocates a certain amount of its budget for discretionary spending by school councils. In addition, the board has created a regional school council whose membership mirrors the composition of a school council. This group meets every two weeks and facilitates communication among school councils and with the board. As well, it offers two parent conventions each year, featuring workshops and guest speakers and has its own website, which is linked to the board's website.

CONTACT

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Niagara Catholic District School Board
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905 735.0240

→ School councils in the **Sudbury Catholic District School Board** take part in principal performance appraisals (along with staff and students) and policy development, and their input is sought on board issues. They also provide comments to the board on what they consider to be the strengths of their school and what relationship exists between their school and its communities. The board has also established a Regional Catholic School Council that organizes in-service opportunities and symposiums for council members.

CONTACT

Robert Richer
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Sudbury Catholic District School Board
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705 673.5620

→ The **Rainbow District School Board** has created a School Council Coordinating Committee that facilitates communications between parents, school councils and the board. Its goals is to enhance communications, solicit feedback from parents, compile reports for the board as requested, seek outside resources who may benefit school councils, raise school council profiles in the community, and maintain a list of parents willing to sit on board committees.

CONTACT

Gord Ewin
Director of Education
Rainbow District School Board
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705 674.3171

Consultation with school councils and communities

→ The **Thunder Bay Catholic District School Board** has developed and implemented an "Operational Matrix for Catholic School Councils." This matrix clearly outlines the general areas of discussion and consultation in which school councils can play a key role. It also provides the school board policy number for each item, lists the main points of discussion and specifies how school councils can provide input.

CONTACT

Kevin Debnam
Director of Education
Thunder Bay Catholic District School Board
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www.tbcdsb.on.ca
807 625.1555

→ The **Kawartha Pine Ridge District School Board** has developed strategies to facilitate information sharing, networking and joint decision making among school councils. In September 1999, the board introduced a new regional school council structure. This structure mirrors the boundaries of the four regional administrative areas in the board. The introduction of regional school councils will provide school council chairs with regular opportunities to share information and to develop coordinated responses to issues or requests for input in board decisions. To facilitate networking between councils, the board has also published a directory of contact numbers for every school council in the board.

CONTACT

R.(Dick)T. Malowney
Director of Education
Kawartha Pine Ridge District School Board
dick_malowney@kpr.edu.on.ca
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705 742.9773



Boards with similar effective practices:

Upper Grand
District School Board
519 822.4420

Dufferin-Peel Catholic
District School Board
905 890.1221

Avon Maitland
District School Board
519 527.0111

Bruce-Grey Catholic
District School Board
519 364.5820

Conseil scolaire de
district catholique Centre-Sud
416 393.5925

Effective practices in communication:

- ☑ Develop and update the communication and media plan at least once a year, with objectives
- ☑ Allow input from various audiences (e.g. students, staff, parents, community)
- ☑ Provide information in a timely fashion
- ☑ Support two-way communications
- ☑ Include regular and ongoing mechanisms for the evaluation of communication strategies through feedback from all parties

Effective communications with schools and their communities

→ All initiatives of the **Peel District School Board** are supported by a communications plan. Events and issues are publicized through frequent media releases. Principals, union representatives and school council chairs receive pre-releases of all media communications. This procedure offers them a "no surprise" policy on information that reaches the public through local news sources. Staff from the board's communications department are available to assist all staff with developing their communications plans.

The board has also developed a policy for communicating ministry announcements to employee and community groups. It provides all schools (and school council chairs) with information on these announcements, and the board's responses to them, in a timely fashion. When complex issues arise in relation to ministry announcements, the board provides principals with presentation packages to help them communicate the issues effectively to parents and other members of the school community.

Finally, the board's communications staff work with employee and community groups in the system to evaluate the effectiveness of communication strategies. All communication plans include procedures for evaluating their effectiveness.

Evaluation practices include the following:

- Surveys that allow schools to evaluate the materials they receive to use in newsletters.
- Regularly sent-out evaluation forms that allow schools and their communities to assess the effectiveness of board communications.
- A system for monitoring the number of e-mail subscribers and new visits to the board's website.
- An evaluation by communications staff of the effectiveness of all articles and media releases.

CONTACT

Harold Brathwaite
Director of Education
Peel District School Board
harold.brathwaite@peelsb.com
www.peel.edu.on.ca
905 890.1099

→ The **Wellington Catholic District School Board** produces drafts of its documents. It then presents these to focus groups, which help modify the design and ensure that the material is written in appropriate language for the intended audience. At all stages, an advisory committee consisting of school and central staff, trustees and students is involved to ensure that the documents will be useful to their audience.

CONTACT

Don Drone
Director of Education
Wellington Catholic District School Board
ddrone@wellingtoncssb.edu.on.ca
www.wellingtoncssb.edu.on.ca
519 821-4600

→ Six regional advisory committees of the **Conseil scolaire de district catholique de l'Est ontarien** report to the management board, which consists of principals, vice-principals, superintendents and senior staff. The role of these advisory committees is to promote the board's schools and to represent the school board in local communities.

CONTACT

Denis Vaillancourt
Director of Education
Conseil scolaire de district catholique de l'Est ontarien
vailde@csdceo.on.ca
www.csdceo.on.ca
613 675-4691

Effective communications with schools and their communities

→ Both Toronto boards excel in sharing information and reaching out to all linguistic and cultural communities.

The **Toronto Catholic District School Board** publishes brochures in several languages and partners with the Toronto District School Board to provide schools with translators and interpreters. It also makes a concerted effort to reach out to parents and other community members by maintaining proactive relations with community newspapers in more than 43 languages.

The **Toronto District Board** has a user-friendly website (www.tdsb.on.ca) that contains a wide range of information for students, staff and the community. It offers documents in various formats and allows Internet users to e-mail the board comments on policies and suggestions on how to improve the site. As well, many trustees and supervisory officers use ward councils as a forum for sharing information and receiving input from the large number of school communities in their wards.

CONTACT

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stewartj@tcdsb.on.ca
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416 222.8282

Marguerite Jackson
Director of Education
Toronto District School Board
marguerite.jackson@tdsb.on.ca
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416 397.3000

→ The **Ottawa-Carleton Catholic District School Board** produces a variety of impressive printed material, including a journal and an employee newsletter as well as special reports, bulletins and press releases. Also, a quarterly newspaper is distributed to the public. This publication reports on progress and accomplishments such as educational program improvements, facility resolutions, etc. It is distributed through schools, churches, municipal libraries and recreation centres. The board has also published impressive brochures and booklets that are designed clearly to inform parents about education issues.

CONTACT

Philip A. Rocco
Director of Education
Ottawa-Carleton Catholic District School Board
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613 224.2222

→ The **Hamilton-Wentworth District School Board** worked with a wide variety of partners (e.g., school councils, union groups, principal associations and private firms) on its fourth annual parent conference. Amalgamation has improved student access to board programs supported through social agency and community partnerships, including the Hamilton-Wentworth Pre-School Speech and Language Initiative, the Partnership in Nutrition Network and the Industry Education Council.

CONTACT

Merv Matier
Director of Education
Hamilton-Wentworth District School Board
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www.hwdsb.on.ca
905 527.5092

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Effective communications with schools and their communities

→ The trustees of the **Conseil scolaire de district du Centre Sud-Ouest** have established four regional advisory committees comprised of student council presidents, school council chairs, principals and teachers and regional trustees to broaden the consultation process and maintain a visible presence for the board throughout the district.

CONTACT

Alice Ducharme
Director of Education
Conseil scolaire de district du Centre Sud-Ouest
ducharmea@csdco.on.ca
www.csdco.on.ca
416 614.0844
1 888 538.1702

→ The **Kawartha Pine Ridge District School Board** uses a wide variety of strategies to communicate with schools and their communities. These include weekly e-mail updates to staff, a 24-hour phone hotline, regular newsletters, a website (www.kpr.edu.on.ca) that is updated regularly by one of the board's communication officers, toll-free numbers, brochures that provide information on new programs and services, and a new school calendar with important contact numbers.

CONTACT

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Kawartha Pine Ridge District School Board
dick_malowney@kpr.edu.on.ca
www.kpr.edu.on.ca
705 742.9773



Boards with similar effective practices:

Waterloo Catholic
District School Board
519 578.3660

Huron-Perth Catholic
District School Board
519 345.2440

Peterborough Victoria Northumberland
and Clarington Catholic
District School Board
705 748.4861

Durham
District School Board
905 666.5500

Meaningful consultation with employees

Effective consultations within the board:

- ✓ Seek the input of all employee groups.
- ✓ Seek new ideas to build support for board initiatives.

→ To ensure program decisions receive board-wide input, the **Upper Grand District School Board** has a Program Advisory Council (PAC). PAC's membership includes senior administrators, principals and vice-principals, teachers, secondary and elementary curriculum support staff, the district school council, parents and trustees. PAC's mandate is to offer program advice, communicate program information and ensure the views of all groups are represented.

CONTACT

Martha Rogers
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Upper Grand District School Board
mrogers@board.ugdsb.on.ca
ugdsb.on.ca
519 822.4420

→ The **District School Board of Niagara** has a policy advisory committee that includes representatives of all employee groups, unionized and non-unionized, as well as trustees and members of senior administration. Any board employee or student can submit a policy issue to the committee for consideration. (Draft policies are shared with parents by means of the school council liaison committee.)

CONTACT

William McLean
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District School Board of Niagara
Bill.McLean@dsbn.edu.on.ca
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905 641.1550

→ The **Limestone District School Board** effectively uses work teams to include parents, students, community members and staff in decision making and policy setting. Once a team's tasks are complete, new teams are formed to carry out the next steps. To date, teams have provided a system-wide perspective on issues such as the school year calendar, Year 2000 (Y2K) system readiness, succession planning, accommodation and principal profiles.

CONTACT

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613 544.6920

→ All employee groups of the **Simcoe County District School Board** are well represented in administrative planning. For example, a comprehensive System Leaders Operations Handbook has been developed by a joint committee of school and board administrators for the use of principals and supervisory officers. A Director's Advisory Council, whose members include representatives from all employee groups and the director, meets every five or six weeks to review and discuss issues and initiatives.

CONTACT

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705 728.7570

→ Since 1997, the **Waterloo Catholic District School Board** has encouraged staff participation in the development of all system priorities. It has implemented management plans to support the system priorities of leadership, spiritual growth, wellness and change, as well as education reform. These plans include regularly updated strategies to standardize professional development across the board.

CONTACT

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Boards with similar effective practices:

Halton
District School Board
905 335.3663

Huron-Perth Catholic
District School Board

Effective electronic networks:

- ✓ *Involve multiple partners*
- ✓ *Serve a variety of purposes and audiences (e.g. students, staff, administrators, trustees, parents, school councils, public)*
- ✓ *Transmit a variety of information*
- ✓ *Link schools throughout the board*
- ✓ *Improve communications for all partners*

Electronic communications

Wide-area networks, videoconferencing, electronic courses

→ The Northwest Catholic District School Board, the Keewatin-Patricia District School Board, the Superior-Greenstone District School Board and the Superior North Catholic District School Board are establishing a wide-area/ video-conferencing network in partnership with Lakehead University and Human Resources Development Canada. This network will enhance communications, supplement professional development opportunities and contribute to administrative efficiency. The network will not have a central administration; all partners will manage their own equipment. The project will be implemented this fall.

CONTACT

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Keewatin-Patricia District School Board
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807 468.5571

→ **Trillium Lakelands District School Board** is in the first phase of a project that will provide a high-speed wide-area network to meet its needs well into the future. The board is establishing partnerships with private sector cable operators, municipalities, hospitals, colleges and public sector organizations to create a combination wireless fibre optic telecommunications system. The total cost will be about \$18-20 million, and Trillium Lakelands' share will be \$7 million. The board submitted an application to the Ministry of Education for funding and has been granted \$2.7 million for this purpose.

This project will enable the board to improve access to educational resources throughout its jurisdiction by connecting schools with regional education centres. It will also allow it to play a leadership role in regional economic development by providing an essential, but presently non-existent, service to private and public sector organizations. Furthermore, by selling communications services to businesses and community groups, the board will be able to recover a portion of the operating costs of the system.

CONTACT

Evelyn Brown
Director of Education
Trillium Lakelands District School Board
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www.tldsbo.on.ca
705 324.6776

→ Ontario's 12 **French-language district school boards** are establishing a video-conference network for board business, employee training and distance education. The boards will encourage other partners and community members to use the system as well.

This project creates economies of scale and will:

- Reduce travel expenses and cut costs for trustee and management meetings.
- Reduce the cost of training both teaching and non-teaching staff.
- Permit the sharing of administrative and educational expertise among boards.
- Benefit students, including adult learners, who will be able to take any French-language secondary school course in any French-language board in Ontario.

CONTACT

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705 472.1702

Electronic communications

*Wide-area networks, videoconferencing,
electronic courses*

→ The **Durham** and **Durham Catholic** district school boards are part of the Durham Community Network, a public-private information technology consortium that extended the wide-area network for the region of Durham. Members of the consortium include the two Durham district school boards, Durham Regional Police Service, several municipal libraries, and the municipalities of Uxbridge, Scugog and Brock.

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905 576.6150

→ The **Simcoe County District School Board** participates in the Electronic Distributed Education Network, a six-board consortium that offers secondary-level courses via the Internet in an interactive, collaborative environment. The other participants in this project are the York Region District School Board, the Hamilton-Wentworth District School Board, the Upper Canada District School Board, the Toronto District School Board and the Dufferin-Peel Catholic District School Board.

The Simcoe County board is also involved in the development of the SCBEPAK (called the "Scooby-Pack"), which consists of 200 integrated elementary lessons linked directly to the new curriculum.

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Boards with similar effective practices:

Greater Essex County
District School Board
519 255.3200

Windsor Essex Catholic
District School Board
519 253.2481

Thames Valley
District School Board
519 452.2000

District School Board No. 38
(London Catholic)
519 663.2088

Halton
District School Board
905 335.3663

Halton Catholic
District School Board
905 632.6300

Hamilton-Wentworth Catholic
District School Board
905 525.2930

Hamilton-Wentworth
District School Board
905 527.5092

Huron-Superior Catholic
District School Board
705 945.5400

Catholic District School Board

→ For \$10 a month per employee, the **Niagara Catholic District School Board** provides employees with Internet access from home. The board receives revenue through this service, and its teachers become more comfortable using the Internet, which benefits students who receive teachers' assistance in using the Internet for classroom learning. In addition, the board has established a computer help desk in collaboration with the District School Board of Niagara.

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Student Support Services

- Partnerships with social agencies,
public services and community groups
- Partnerships with the private sector
- Partnerships among boards
 - *Services to students with special boards*
 - *Curriculum cooperatives*
 - *Other projects*



Student Support Services

Effective partnerships:

- ☑ *Develop the range and quality of support services available to students and staff.*
- ☑ *Ensure that all students have access to the services and support they need to be able to provide for themselves.*
- ☑ *Facilitate application of services and resources to all students.*

Partnerships with social agencies, public services and community groups

- ➔ Students in the **Ottawa-Carleton District School Board**, the **Ottawa-Carleton Catholic District School Board**, the **Conseil scolaire de district catholique du Centre-Est de l'Ontario** and the **Conseil scolaire de district 59 (Est de l'Ontario)** benefit from increased access to programs and services that involve partnerships with social service agencies. Exemplary practices in this area include:
 - **The Hub Project** – an integrated learning partnership that brings social service agencies into schools to work with students who are at risk. (This project is being piloted in a number of schools.)
 - **Success by Six** – an extensive network of partnerships designed to increase funding to programs and services that support families and young children. Partners include the United Way, the University of Ottawa, the Ministry of Community and Social Services, local social service agencies and private industries.
 - **The Ottawa Centre for Research and Innovation (OCRI)** – an extensive network of members, which includes the United Way, regional social service and health departments, four district school boards in the Ottawa-Carleton region and a wide variety of small and large businesses. In addition to supporting an impressive number of business-education and technology initiatives, OCRI helps support breakfast programs.
 - **The Critical Incidents Review** – an opportunity for senior administrative staff to meet each week with a representative of Police Services to review student incidents in the board and to share information about school safety.

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➔ The **Sudbury Catholic District School Board** is drawing on the services of other school boards and social services, health and other community service agencies to offer a seamless, blended daycare and Kindergarten program. This innovative partnership will integrate early childhood education centres in school facilities and is scheduled to begin in September 2000. The Education Improvement Commission review team has recommended that this project be tracked as a potential model program.

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Partnerships with social agencies, public services and community groups

→ **Bruce-Gray Catholic District School Board** and **Bluewater District School Board** support the special needs of their students through partnerships with social service agencies and other community resources. Exemplary services include:

- **Kids First** – a partnership with the Children's Aid Societies of the counties of Bruce and of Owen Sound to implement a school-based prevention and support program that helps students improve their social skills, self-esteem and self-control. This program allows for social worker time to be available in every school.
- **Parents in Partnership** – a program involving over 10 education and social agency partners, designed to help families of challenged children in making the home-to-school transition.
- **Provincial Focus Community Program** – a partnership with Grey-Bruce Owen Sound Health Unit and prevention agencies to develop curriculum in the areas of substance use and abuse and personal safety and injury.
- A partnership with the Grey-Bruce Community Care Access Centre (CCAC) that provides a full range of speech pathologist services to students that would otherwise have been fragmented if the boards had worked on their own.

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→ **The Nipissing-Perry Sound Catholic District School Board** has worked with a Native band to develop a program for Native students with learning disabilities. The Maamwi-Enchyan program assists Native students with learning disabilities while immersing them in their own cultural heritage. The board and Nipissing Band jointly fund the program.

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Boards with effective practices

Near North District School Board
705 472.8170

Hastings and Prince Edward District School Board
613 966.1170

Hamilton-Wentworth District School Board
905 527.5092

Hamilton-Wentworth Catholic District School Board
905 525.2930

Toronto Catholic District School Board
416 222.8282

Toronto

→ **The Conseil scolaire de district catholique du Nouvel-Ontario** has demonstrated a commitment to forming partnerships in several areas of endeavour. To better integrate technology in the classroom, a virtual information and communication centre for high school students has been created with the help of Collège Boréal and Université Laurentienne. This website allows students to interact with teachers and to access various educational resources. Other partnerships also play important roles in providing quality services. These include before- and after-school daycare programs offered in cooperation with a French-language daycare centre, a mentoring program with the Sudbury Chamber of Commerce and the Community Youth Employment Working Group, and distance learning in partnership with Contact Nord.

CONTACT

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Partnerships with the private sector

Effective partnerships with the private sector:

→ **District School Board No. 38 (London Catholic)** has increased access to programs supported by partnerships with the business community. Some of these programs include:

- The Youth Employment Skills program, involving Fanshawe College, local industries, training boards and the local Apprenticeship Branch (MET).
- The Aviation Technology program, involving Air Canada/Air Ontario, Diamond Aircraft, Hammond Aviation and the London Investment in Education Committee.
- The Microsoft Authorized Academic Training program, involving Microsoft Canada.

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→ The **Renfrew County District School Board** and the **Renfrew County Catholic District School Board** have formed partnerships with county employers to provide unique and highly effective programs for their students. Examples include:

- A partnership with Kruger International (KI) that supports secondary students who have a high risk of dropping out of school. KI provides funding and accommodation so that students can work for a half day and attend school in a workplace classroom for the other half. The company pays one-half of the teacher's salary.
- An award-winning partnership with Atomic Energy of Canada Ltd. to promote science throughout the county has won international, national and local recognition for its innovation and creativity. A major benefit has been the increase in interest in science and technology among female students.
- A wide-area network (WAN) that, through a partnership with IBM, Integra, Gandalf and Tenet, connects the computer labs and classrooms in elementary schools. In parallel, the boards use curriculum software support and training provided in partnership with Scholastic, Atomic Energy of Canada, Hila Science Centre and the Algonquin Golden Lake First Nation.

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Partnerships with the private sector

→ Through a partnership between the **Waterloo Region District School Board** and a residential developer, construction technology students participate in a program involving in-class study and on-site instruction and guidance from construction professionals. This program recently won the Conference Board of Canada's National Partners in Education Award for Ontario.

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→ The **Upper Grand District School Board** and the **Wellington Catholic District School Board** run a joint co-op education program as a single department with one program coordinator. Each board contributes two resource teachers and shares the cost of secretarial support. This arrangement is cost efficient. It is also effective for the businesses involved, since potential employers have to deal with only one organization.

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→ The **Halton District School Board** partners with community businesses to enhance services to students. Two noteworthy programs are the Halton Industry and Education Council and the Ford Academy of Manufacturing Sciences (FAMS).

Every Grade 7 student in the Halton region participates in the student career centre established by the Halton Industry and Education Council. The council also organizes all the student co-op placements for the region.

The FAMS program is a partnership of the Ford Motor Company, White Oaks Secondary School and local area manufacturers. It offers hands-on curriculum and summer work placements for students interested in engineering, business, science, machining, tool and die, millwright and related careers.

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Boards with similar effective practices:

Lakehead
District School Board
807 625.5100

Thunder Bay Catholic
District School Board
807 625.1555

Simcoe Muskoka Catholic

Partnerships among boards

Services to students with special needs

Effective partnerships:

→ The six **French-language boards in Northern Ontario** are starting to develop a partnership with each other and with a wide variety of health and social service agencies to better serve students with special needs. The boards devised the *Coopérative pour les élèves en adaptation scolaire* in response to the limited supply and high cost of specialist services to assist students with a wide variety of problems.

The first phase of the project will collect information about student needs in various communities and the resources that currently serve them. The second phase will identify experts who will train service providers at the local level and help build teams to serve each school community. The boards expect this project to save money through greater efficiency and to improve the equity, stability, and continuity of French-language special needs services.

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→ The **Nipissing-Parry Sound Catholic District School Board** is working with multiple partners to develop a multi-sensory leisure environment for children with multiple needs. The Snoezelen Room (the room's name is derived from the Dutch words for "to doze" and "to sniff") was built through a partnership between the board, which financed the construction, and Ronald McDonald Children's Charities of Canada, which paid for the equipment in the room. Additional equipment was paid for by local businesses and the Nipissing Association for Disabled Youth. The Snoezelen Room is used by Nipissing-Parry Sound Catholic's three coterminous boards and other community agencies.

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Boards with similar effective practices:

*Keewatin-Patricia
District School Board*
807 468.5571

*Kenora Catholic
District School Board*
807 468.9851

Finance

Facilities

Transportation

Communications &
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Partnerships among boards *Curriculum cooperatives*

→ District school boards in Northwestern Ontario are part of **Curriculum Council West**. This organization pools the resources of Northern Ontario boards west of Thunder Bay to serve all the boards more efficiently. This type of collaboration provides small boards with resources that would otherwise not be available to them. It also makes available a range of programs and resources, including workshops in new curriculum material, special education, professional development and the use of technology in education.

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→ All 12 French-language district school boards are members of a province-wide curriculum-development partnership through the **Centre franco-ontarien des ressources pédagogiques**, which produces and distributes teaching resources that reflect Ontario's educational philosophy and the goals of the Franco-Ontarian school system. In this way, individual boards can share best practices and have access to expertise and pedagogical resources that would be costly to obtain in isolation.

CONTACT

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→ Many Catholic district boards are members of **Catholic Curriculum Cooperatives** that give them access to curriculum that integrates the provincial curriculum with Catholic beliefs and philosophy.

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Central Ontario Catholic Curriculum Cooperative
Don Mullin
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Northern Ontario Catholic Curriculum Cooperative
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Other projects

→ A student representative from the **Conseil scolaire de district catholique des Aurores boréales** sits on the student council of one of the **Thunder Bay Catholic** high schools. French-speaking secondary school students note that they are regularly included in social events such as dances organized by the English Catholic board.

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Human Resources

- Building a positive work environment
- Collaborative human resources support
- Professional development programs
- Benefits and employee services



Human Resources

Building a positive work environment

Effective actions that contribute to a positive working environment include:

- ✓ An ongoing and regular dialogue between management and employees to sustain a climate of trust and mutual respect in the board.
- ✓ A proactive and sustained approach to help employees adjust to change brought about by restructuring.

→ The **Wellington Catholic District School Board** and its employees have established a Wellness Committee, which has brought all employee groups together to promote health and wellness. The committee, which has the support of union members, focuses on attendance management, wellness intervention, health and wellness goals, taking preventative action in response to health issues and recommending workplace rehabilitation or modification. This committee has helped reduce absenteeism and is beginning to make headway in reducing the duration of long-term disability.

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→ The **Peel District School Board** has provided development opportunities for staff in its central office and schools to help them adjust to new roles and responsibilities. For example:

- School secretaries received training on new automated systems that were introduced by the board to facilitate greater school-based decision making.
- Principals and vice-principals had the opportunity to attend early morning sessions on such topics as finance, school operations, staff development and communications with parents.
- Both teaching and non-teaching staff participated in workshops on inclusive curricula and anti-discrimination and diversity initiatives.

The board developed a leadership guide for employees that encourages all staff, regardless of position, to develop and apply leadership skills in their work environments.

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→ The **Durham District School Board's** management and unions cooperated in the development of a disability management plan to help maintain a healthy, productive workforce and encourage staff members' safe and timely return to work following injury or illness. The plan includes communication and training sessions for all employees. Staff also benefit from both an employee assistance and a wellness program, including clinics and seminars to support a healthy work environment and to promote awareness of health-related issues.

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Boards with similar effective practices:

Avon Maitland
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519 527.0111

Durham Catholic
District School Board
905 576.6150

York Catholic

Effective collaboration:

- ✓ **Effective collaboration:**
 - Shared responsibility and resources
 - Streamlined processes of effort
 - The sharing of expertise

Collaborative human resources support

→ In a joint process, the **Conseil scolaire de district catholique Franco-Nord**, the **Conseil scolaire de district catholique du Nouvel-Ontario**, the **Conseil scolaire de district catholique des Aurores boréales**, as well as the **Conseil scolaire de district du Nord-Est de l'Ontario** and the **Conseil scolaire de district du Grand Nord de l'Ontario** negotiated and ratified a collective agreement with l'Association des enseignantes et enseignants de l'Ontario (AEFO) for the elementary and secondary teaching staff of all five boards. This streamlined process saved time and money. It also standardized language and conditions of employment for collective agreements.

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→ The 12 **French-language district school boards** are setting up a human resources and labour relations office in Ottawa. The office, which retains the services of a lawyer specializing in labour relations, offers province-wide services to every French-language board regarding labour law, negotiations, collective agreements, and related issues.

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Professional development programs

Effective professional development initiatives:

- ☑ **Plan a program** that offers teachers and other personnel high-quality, cost-effective opportunities.
- ☑ **Provide a variety of** professional development opportunities for all staff.
- ☑ **Maximize the use of** additional resources.
- ☑ **Provide resources** to other boards that would otherwise have been unavailable to them.
- ☑ **Reduce duplication of effort**.

→ The **Northern Centre for Instructional Leadership** is a non-profit instructional development organization funded by five boards in Northeastern Ontario. It works on a collaborative basis by coordinating professional growth programs that correspond to the expressed needs of trustees, school and school board administrators and support staff.

Recently and more increasingly, the centre is using video conference format in the presentation of its programs. This increases the accessibility for teachers in distant northern locations. It also dramatically reduces the cost to participate.

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→ The **Conseil scolaire de district catholique Franco-Nord**, the **Conseil scolaire de district catholique des Grandes Rivières** and the **Conseil scolaire de district du Nord-Est de l'Ontario** have joined their efforts to create a professional development consortium, **Le Réseau de formation et de programmation du Nord-Est**, that reduces training costs and ensures that students benefit from up-to-date teaching practices. The boards join their resources to:

- Provide informed leadership in managing learning, teaching and evaluation.
- Identify and resolve problems affecting the professional growth of French-language teachers.
- Offer professional development programming.

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→ Thirteen district school boards are members of the **Eastern Ontario Staff Development Network**, a joint venture with faculties of education and teachers' federations that promotes professional development through workshops, mentoring and job shadowing.

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Effective benefits and employee service initiatives:

- ✓ **Successful new employee support** – a new and improved orientation program.
- ✓ **Effective and effective** – innovative, to traditional benefit plans.
- ✓ **Are planned and** – implemented in collaboration with employees.

Benefits and employee services

→ A number of boards and unions have negotiated a Registered Retirement Savings Plan (RRSP) for newly hired employees to replace traditional retirement gratuities. This represents a significant cost saving to the board over the traditional retirement gratuity benefit package, which existing employees continue to receive. The **Windsor-Essex Catholic District School Board** and the **Algonquin and Lakeshore Catholic District School Board** have negotiated such agreements with their employees.

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→ The new attendance management process of the **Ottawa-Carleton District School Board** will reduce the costs of employee absences. With its membership in the award-winning non-profit National Capital Region Emergency Child Care Consortium, the board can provide important emergency child care services to staff. This creates a benefit for both board and staff because the board saves the high costs associated with staff absences and the staff are able to come to work.

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Governance

- Shift to policy governance model
- Student involvement in governance
- Native representation
- Innovative board meeting formats



Governance

Effective governance practices:

- ☑ **Review the board's role and responsibilities.**
- ☑ **Review the board's policies and procedures.**
- ☑ **Review the board's structure and composition.**
- ☑ **Review the board's accountability measures.**
- ☑ **Review the board's communication and reporting practices.**

Shift to policy governance model

➔ The **Waterloo Catholic District School Board** has profoundly changed the way the trustees govern the board's affairs. As required by provincial legislation, the number of trustees was reduced from 18 to nine. In light of this change, the board revised all policies and procedures and began discussions on the trustees' role. Waterloo Catholic has made the most dramatic change to policy governance of all boards.

For example:

- The board reviewed all its board policies. Matters pertaining to management procedures were deleted from the trustees' policy binder, and the new policies outline board direction and expectations in each area of operation.
- Board policies include expectations of trustees, board and directors regarding policy governance. Accountability measures, timelines and expectations for reporting back to the board are also included in each board policy.
- The board has developed a clear set of communications guidelines for parents that set out the steps that parents should follow to resolve issues involving their child. The guidelines clearly establish the role of trustees and school councils in student-teacher matters. This approach has dramatically decreased the number of student-teacher issues being directed to the senior administration. It has resulted in more effective resolution of issues at the site level.
- The board contracted with the Institute of Catholic Education to conduct a performance review of the director. The participants in the review were supervisory officers, trustees, principals, teachers and other board staff and members of school councils and the community. The process was conducted over a five-month period.

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➔ The board of trustees of the **Conseil scolaire de district catholique du Centre-Est de l'Ontario** has adopted a policy governance model that aims to increase accountability by clearly dividing the administrative from the political functions. The board's senior administrators are fully accountable to the board of trustees for the board's performance. Trustees focus on establishing policies, consulting with parents and community members, and measuring the results achieved by the director of education and the administrative team.

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Boards with effective practices:

Thomas Valley
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519 452.2000

Niagara Catholic
District School Board
905 735.0240

Rawatha Pine Ridge

Effective student involvement in governance:

- ✓ Allows students to elect student representatives
- ✓ Elects student trustees to board decisions and decisions on school
- ✓ Provides channels for student trustees to get input from other students
- ✓ Provides information, training and support to student trustees

Student involvement in governance

→ The **Avon Maitland District School Board** has adopted an effective model of student representation that allows for broad student representation and efficient student participation on the board of trustees. A student advisory committee is made up of representatives from each of the 10 secondary schools, elected in the spring by the schools' student bodies, plus trustee and staff liaisons. The role of the elected students is to represent their schools on the committee and to liaise with students in the elementary schools that feed their schools. The student members of the committee then elect two spokespersons to sit as student trustees at board meetings and meetings of the board's committee of the whole.

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→ The **Bluewater District School Board** has a well-developed system of student involvement in board governance, spelled out in a formal board policy that builds student representation into many aspects of board business. There are 14 student trustees in the board, elected every year by their peers from each secondary school. Two Native student trustees are elected by First Nations students who attend the board's secondary schools. Two student trustees attend each public board meeting on a rotational basis. Before the meeting they are required to consult with their student trustee peers to develop a consensus on the students' view on important issues. Students can receive a course credit for their work in board governance. Student trustees are also appointed to positions as full voting members of a wide variety of board committees (business, policy, secondary school reform, transition from school to work, special education advisory and so on). Student votes at the board's public meetings are recorded but not counted.

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→ The **Conseil scolaire de district catholique des Grandes Rivières** used an effective strategy for selecting a student trustee. At a meeting of la Fédération de la jeunesse franco-ontarienne, a representative was nominated and selected by student council members from across the board to be trustee.

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Student involvement in governance

→ The **Trillium Lakelands District School Board** recognizes that student representation is essential to provide a first-hand perspective on educational issues. In order to ensure student representation in board decision making, the board has created the Group of Seven. To promote equity across the board, each secondary school selects a student to serve as its representative on the Group of Seven. The group, which is chaired by the student trustee, provides students' perspectives on the impact of board decisions on their education and school life and allows mutual communication between the board and the student body. The Group of Seven meets monthly, and meetings are attended by both the board director and the chair.

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→ The **Kawartha Pine Ridge District School Board** student trustee is elected by his or her peers through the Student Senate, which also provides a forum for the student trustee to report to and receive feedback from student leaders. The student trustee is accountable to her or his peers through this structure. The board supports an active role for the student trustee in board decision making. In recognition of the time spent and the contributions that the student trustee makes to the board, the student is eligible to earn a secondary cooperative education credit for community service following the term on the board.

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Boards with similar effective practices:

Limestone
District School Board
613 544.6920

Algonquin and Lakeshore Catholic
District School Board
613 354.2255

Peel
District School Board
905 890.1099

District School Board of Niagara
905 641.1550

Toronto
District School Board
416 397.3000

Effective Native representation:

Native representation

➔ **District School Board Ontario North East** has taken positive steps to provide representation to Native communities. It has one Native trustee who is the acknowledged representative of all the bands with which the board has tuition agreements. The board has also established a Native Education Advisory Committee to provide additional representation from the Native communities in its jurisdiction.

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➔ With the diversity and large number of First Nation communities, band councils in the **Algoma District School Board** have devised a new approach for selecting trustees. Interested members are invited to apply and, if eligible, invited to enter an interview process. A representative from the Garden River First Nations reported that this practice is now being used in other regions of the province.

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➔ Over 700 students from two large Native communities attend **Grand Erie** district schools. The advisory committee provides Native student representatives with an opportunity to meet monthly with a trustee and a principal or vice-principal to identify and discuss solutions to issues in their schools and communities.

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➔ The **Rainbow District School Board** responds very well to the needs of its First Nations community. The board has shown strong initiatives to include First Nations input and has established a Native Advisory Committee, the membership of which is composed of First Nations people from the area. The Kenjigewin Teg educational institution, which provides educational programming for First Nations students on Manitoulin Island, has contracted with the board to provide Aboriginal culture sensitivity training and language classes. First Nations representatives sit on all committees.

CONTACT

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Innovative board meeting formats

Effective board meetings:

→ The **Northwest Catholic District School Board** holds monthly meetings on Saturdays, alternating between Dryden and Fort Frances. Once a year, meetings are held in Stratton and Sioux Lookout. Face-to-face meetings have permitted the trustees to get to know each other and have provided an opportunity for the community to participate. Teleconferencing is used to allow members of the public to participate from other sites and for committee meetings. Other technological innovations, such as video-conferencing, are being explored as possible alternatives to face-to-face board meetings.

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→ Public meetings of the **Waterloo Catholic District School Board** take an open house format, referred to by the board as a "carousel model." The carousel model enables parents to ask questions directly to trustees and board employees and get answers in a timely way. When it proceeds this way, the board is not merely delivering a message to the community, but is engaging in an open dialogue. The board uses this format when meeting with parents to discuss important issues, such as school closures or boundary changes.

In 1999, the board also posted its operating budget on the website at the same time as it was presented to trustees by the director. All schools and school councils were informed via e-mail of the simultaneous presentation and were invited to follow the process on-line in real time. The local media listed the website address, and all pre-budget advertisements included an e-mail address that was set up to facilitate public input. Building on the success of this innovation, discussions are underway to expand the use of technology to make budget information accessible.

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Boards with similar effective practices:

Ottawa-Carleton
District School Board
613 721.1820

Northeastern Catholic
District School Board
705 268.7443

Huron-Perth Catholic
District School Board
519 345.2440

Hamilton-Wentworth
District School Board
905 527.5092



Board Administration

- Strategic planning
- Monitoring the performance of schools
- Changing role of principals
- Sharing of administrative services



Board Administration

Strategic planning

Effective strategic planning:

- ✓ The process of strategic planning is a continuous one that evolves over time.
- ✓ The process of strategic planning is a collaborative one that involves all stakeholders.

→ Trustees and administrators from the predecessor boards of the **Kawartha Pine Ridge District School Board** met in November 1997 to review their roles and set a short-term plan for amalgamation. During this meeting, the board created an interim vision statement, which outlined priorities for improvement in areas such as programs, student achievement, communication, staff relations, support services and community relations. These six areas of emphasis were developed based on input from staff, students, parents and community partners and provided a template for the board's strategic planning process, during which senior staff identified strategies that would be implemented to meet the board's priorities. In September 1999, the board initiated a new visioning process. A visioning committee with staff, student, community and trustee representation was scheduled to present a new vision to the board of trustees in December 1999.

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→ The **Bluewater District School Board** used the task of developing a new mission statement and organizational vision as an opportunity to involve students as well as staff and other members of the community. In creating a strategic plan, the board surveyed staff and community members to compare policies of the two former boards. The survey also provided an opportunity to examine past practices and identify the best elements of each. To help staff in schools with the transition, a two-person transition team from the board's senior administration visited each school to ask staff how the board could support them.

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519 363.2014

→ A full spectrum of stakeholders within the **Ottawa-Carleton Catholic District School Board** participated in developing a strategic plan to guide the creation of the new board. This exercise was founded on the twin principles of democratizing the process and adopting a multidisciplinary approach. The result is a comprehensive plan that incorporates the board's mission statement, principles, goals and strategies and that exemplifies the values, traditions and vision of a Catholic system. In the context of this plan, the board has accepted its responsibility to hold senior staff accountable for student achievement and has put structures in place for regular public reports on achievement, programs and spending.

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Strategic planning

→ The **Simcoe Muskoka Catholic District School Board** conducted a comprehensive organizational review of its entire system. Through the review's extensive consultation process, the board received valuable input from its education community. The review identified aspects of the board's operations that need to be changed and has caused the board to examine potential opportunities and partnerships with external organizations for all areas of its operations. The board was scheduled to review the report's recommendations in October 1999 and then to proceed, with appropriate consultation, to develop an implementation plan.

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→ Based on recommendations made by the Local Education Improvement Committee (LEIC), the **Trillium Lakelands District School Board** has established a clear and well organized strategic plan. The plan guides the harmonization of policies and programs and directs the operation of the board. It specifies immediate, short-term and long-term goals in the areas of business, education, human resources, policy and governance. The plan includes a timeline for implementing policies and completing reports and takes into account potential budget considerations where applicable.

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Boards with similar effective practices

Algonquin and
Lakeshore Catholic
District School Board
613 354.2255

Waterloo Catholic
District School Board
519 578.3660

Lambton Kent
District School Board
519 336.1500
(for special education)

Monitoring the performance of schools

Effective accountability measures involve:

- ✓ Monitoring and reporting of student performance
- ✓ School and school board improvement planning, with input by school councils, staff, parents and community
- ✓ Comprehensive performance appraisal strategies

→ The **Ottawa-Carleton District School Board** has placed a priority on student achievement and accountability. To support this, the director's office has initiated a quality assurance division. This division will work with program and professional development staff to ensure ongoing support for student achievement.

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→ As part of its planning for improved teaching and learning, the **Conseil scolaire de district catholique Centre-Sud** has developed mechanisms to monitor, communicate and plan for improvements in student achievement. For example, it has developed a consistent method of communicating the results of Grade 3 Education Quality and Accountability Office (EQAO) tests to parents. Following the publication of these results, schools are required to prepare improvement plans in consultation with school councils and teachers. The board has also developed an implementation and evaluation guide to support the school improvement plan. School improvement teams are expected to outline school-based areas for improvement and incorporate strategies to meet board-wide expectations for improvement. These expectations are identified in the board's action plan, which has been selected by the EQAO as an exemplary model.

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→ The **Kawartha Pine Ridge District School Board** has developed a new policy and administrative procedures for assessment, evaluation and communication of student achievement. This policy includes many exemplary practices, such as board-administered tests in Grades 2, 4, 8 and 9, the use of system and EQAO test results to update the board's action plan, and the publication of *Public Accountability: Reporting School Progress through the School and Board Community Profiles*, a handbook on common procedures, templates and expectations for reporting school achievement data.

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— continued on next page

Monitoring the performance of schools

→ The **York Region District School Board** has developed a comprehensive program, called Assuring Quality Schools, to ensure adherence to standards, quality and accountability in its schools. It includes annual school self-assessments; annual surveys of students, staff, parents and community members; and external reviews of all schools every five years. The board's goal is to be able to report on the achievement level of "any student in any subject at any time."

These surveys and reviews are integrated with school profiles, school improvement plans and test results. Results are measured against a clear set of indicators and communicated to the public in an accessible format. This "culture of assessment" extends to assessing and evaluating staff performance at all levels. Programs exist to support new teachers, upgrade current teachers' skills, develop new principals and vice-principals, and train and assess superintendents, business managers and support staff.

CONTACT

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416 969.7170

→ The **Ottawa-Carleton Catholic District School Board** recognizes that each school has its own distinctive character and atmosphere, and it celebrates this individuality through its school profile project. The profiles included in the "System and School Profiles" book present the following school characteristics: the type of facilities, the number of staff and students, a brief history of the principal and school council, details of the academic and extracurricular programming, school events, and a summary of student progress and outstanding school and student achievements.

CONTACT

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613 224.2222

→ The **Hamilton-Wentworth Catholic District School Board** uses many methods to assess student performance, including EQAO tests, national and international tests and its own initiatives such as tests in religious education and spelling. Student assessments are incorporated into a comprehensive board report card distributed to parents and taxpayers. Also, a board committee looks at student assessment results to determine how well students are performing. Department heads and supervisory officers develop action plans for specific subject areas and expectations for student improvement in those areas. Trustees continue to monitor student performance assessments to ensure action plans are implemented and progress is made.

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Boards with similar effective practices:

Greater Essex County
District School Board
519 255.3200

District School Board No. 38
(London Catholic)
519 663.2088

Peel
District School Board
905 890.1099

Hastings and Prince Edward
District School Board
613 966.1170

Lakehead

Changing role of principals

Effectively managing the changing role of principals:

- ☑ Integrates principals into board's management and leadership team
- ☑ Provides them with decision-making opportunities on a wide range of matters
- ☑ Is planned in collaboration with principals
- ☑ Provides a balance between on-school and system-level involvement

→ The **Upper Grand District School Board** leadership team provides valuable input to the director on operational and program issues and on major board decisions. This group consists of all supervisory officers, the program principal, two education consultants, the communications officer, a labour relations officer and nine principals and vice-principals.

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→ Strong teamwork among board administration and principals and vice-principals has helped make the **District School Board of Niagara** highly effective. We were told that one of the greatest aids in amalgamation was this close cooperation with principals and vice-principals, who were involved in every step and every committee during the amalgamation process.

CONTACT

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905 641.1550

→ The **Lambton Kent District School Board** has an Administrative Council that includes the director and superintendents, as well as four elementary school principals and two secondary school principals. This committee clearly shows the power of involving staff in discussions and decision-making about wide-ranging board issues, from health and safety to purchasing and performance appraisals.

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Boards with similar effective practices

Simcoe County
District School Board
705 728.7570

Hamilton-Wentworth Catholic
District School Board
905 525.2930

Sharing of administrative services between boards:

- ✓ Boards in the north for separate boards
- ✓ Increased expertise available to individual boards

Sharing of administrative services

→ The **Nipissing-Parry Sound Catholic District School Board** and the **Conseil scolaire de district catholique Franco-Nord** share most routine maintenance tasks and split the cost of a facilities manager, tradesperson, workshop and van. They also share personnel in the areas of transportation, finance purchasing and mail services.

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705 472.1702

→ The Joint Board Consortium, involving the **York Catholic District School Board** and the **York Region District School Board**, identifies and recommends ways for the boards to collaborate in non-instructional areas in order to save money or improve efficiency. This partnership, which involves two trustees and business services staff from each board, has reduced overall costs significantly. In 1997, the boards received the Ontario Local Government Innovative Public Service Delivery Award for finding new ways of doing business and providing better services at a reduced cost.

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→ The two boards in the Thunder Bay area have collaborated to reduce the administration costs associated with delivering night and summer school programs. The **Thunder Bay Catholic District School Board** oversees the summer school courses and the **Lakehead District School Board** administers night school courses for students from both boards.

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Boards with similar effective practices:

Algoma District School Board
705 945.7111

Accountability

- Policy implementation
- Efficient use of financial resources
- Student performance



Accountability

Policy implementation

Specific accountability practices are included throughout the report in relevant sections. This section highlights some comprehensive accountability practices in the three areas of policy implementation, efficient use of financial resources and student performance.

→ The policies of the **Waterloo Catholic District School Board** include expectations of trustees, board and directors regarding policy governance. Accountability measures, timelines and expectations for reporting back to the board are also included in each board policy.

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519 578.3660

→ The **Ottawa-Carleton Catholic District School Board** has accepted its responsibility to hold senior staff accountable for student achievement and improved performance. Structures are in place for regular public reports on achievement, programs, and spending.

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Boards with similar effective practices:

Kawartha Pine Ridge
District School Board
705 742.9773

Efficient use of financial resources

→ The **Peel District School Board's** commitment to financial accountability and efficiency is reinforced by the activities of its small but active internal auditing department. The board's two internal auditors conduct regular system and school audits to ensure that operating policies and procedures are being followed. When complete, each audit is reviewed by an audit committee and senior administrative staff to identify areas for improvement, if required. Audit reports also allow trustees to understand and monitor the board's financial accountability.

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→ An internal auditor is contracted to review the **Lakehead District School Board's** financial processes, program effectiveness and efficiency, and policy implementation. Senior staff report that this practice helps the board to monitor and often reduce costs. Reports produced by the board's internal and external auditors go directly to the board of trustees. This system ensures the accuracy of information received by trustees and contributes to the accountability of the board.

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Boards with similar effective practices:

York Catholic
District School Board
905 713.2711

Simcoe County

Student performance

→ The **Ottawa-Carleton District School Board** has placed a priority on student achievement and accountability. To support this, the director's office has initiated a quality assurance division. This division will work with program and professional development staff to ensure ongoing support for student achievement.

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→ The **York Region District School Board** has developed a comprehensive program, called *Assuring Quality Schools*, to ensure adherence to standards, quality and accountability in its schools. It includes annual school self-assessments; annual surveys of students, staff, parents and community members; and external reviews of all schools every five years. The board's goal is to be able to report on the achievement level of "any student in any subject at any time."

These surveys and reviews are integrated with school profiles, school improvement plans and test results. Results are measured against a clear set of indicators and communicated to the public in an accessible format. This "culture of assessment" extends to assessing and evaluating staff performance at all levels. Programs exist to support new teachers, upgrade current teachers' skills, develop new principals and vice-principals, and train and assess superintendents, business managers and support staff.

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→ The **Ottawa-Carleton Catholic District School Board** recognizes that each school has its own distinctive character and atmosphere, and it celebrates this individuality through its school profile project. The profiles included in the "System and School Profiles" book present the following school characteristics: the type of facilities, the number of staff and students, a brief history of the principal and school council, details of the academic and extracurricular programming, school events, and a summary of student progress and outstanding school and student achievements.

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Schools with similar practices:

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District School Board**
705 742.9773

**Conseil scolaire
de district catholique Centre-Sud**
416 393.5925

**Peel
District School Board**
905 890.1099

Lakehead

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